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ABSTRACT

This handbook provides a basis from which elementary school guidance and counseling programs may be developed in the state of Wyoming. The rationale for the creation of elementary school counseling programs lies in the knowledge that growth and development during the formative years of childhood and preadolescence are crucial for children to develop into fully functioning adults. The program should adhere to a developmental approach to working with youngsters and thus should: (1) be preventive in that assessment of needs should be an ongoing and evolving process with each child; (2) recognize the importance of the school, home, and social milieu for the child and operate across the breadth of these environments to provide necessary help; (3) enable the child to cope successfully with the demands of each developmental level; and (4) be an integral part of the educational process which is provided for all children. Based on these concepts the various facets of an elementary school guidance program are presented along with guidelines for the development and evaluation of a program. (Author/RSM)

ELEMENTARY SCHOOL GUIDANCE AND COUNSELING

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A Framework
For Programs In Wyoming

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Elementary School Guidance And Counseling

A FRAMEWORK FOR PROGRAMS IN WYOMING

Developed by
The State Advisory Committee

Assisted by
Distinguished Advisors and Ex Officio Members

Federal Programs
Title I, ESEA

State Department of Education
Division of Pupil Personnel Services
Cheyenne, Wyoming 82001
January 1970

THE STATE OF WYOMING

DEPARTMENT OF EDUCATION
CHEYENNE

HARRY ROBERTS
STATE SUPERINTENDENT

Guidance and counseling programs are emerging as an integral part of the total educational process in elementary as well as in secondary schools throughout the nation. The interest shown and questions asked by Wyoming school personnel in this area of elementary education prompted the development of this publication.

Wyoming's elementary school children represent a sizable segment of the youth population of our state. No two children arrive at school with the same interests, talents, and capacities to learn. Therefore, elementary personnel should explore all possible ways of making the learning process more meaningful for each child. Elementary school guidance and counseling programs can be of real value in promoting the growth and development of children.

We acknowledge the contributions of many individuals and the efforts of the Advisory Committee in the preparation of this publication.

Harry Roberts
State Superintendent of Public Instruction

FOREWORD

It is encouraging to note that within the last half decade elementary guidance programs have been established in a number of our Wyoming schools. Each year we see one or two new elementary guidance programs initiated. However, we have by no means met the very real needs for guidance services at the elementary school level.

Developmental guidance in the public schools is designed to work with the child from the time he first enrolls in elementary school until he graduates from high school. Thus, while working with a youngster as he is developing mentally, physically, socially, and emotionally, the key word in guidance--that of prevention--becomes significant. As parents and educators our prime responsibility to our young people is to help them develop all aspects of their potential. Early identification of characteristics, attitudes, talents, and needs becomes vital to this developmental process. By striving to instill wholesome attitudes at the elementary level, many children with potential problems are guided into constructive areas and helped to utilize their strength as individuals.

Each new program, though it may approach the organizational problems differently, has the same goal in mind--that of helping the student. Each program should be designed to meet a specific set of local needs. One of the purposes of this handbook is to offer guidelines in establishing local needs and to suggest steps for implementing an elementary guidance program aimed at those needs.

Thomas L. Morris
Director of Pupil Personnel Services

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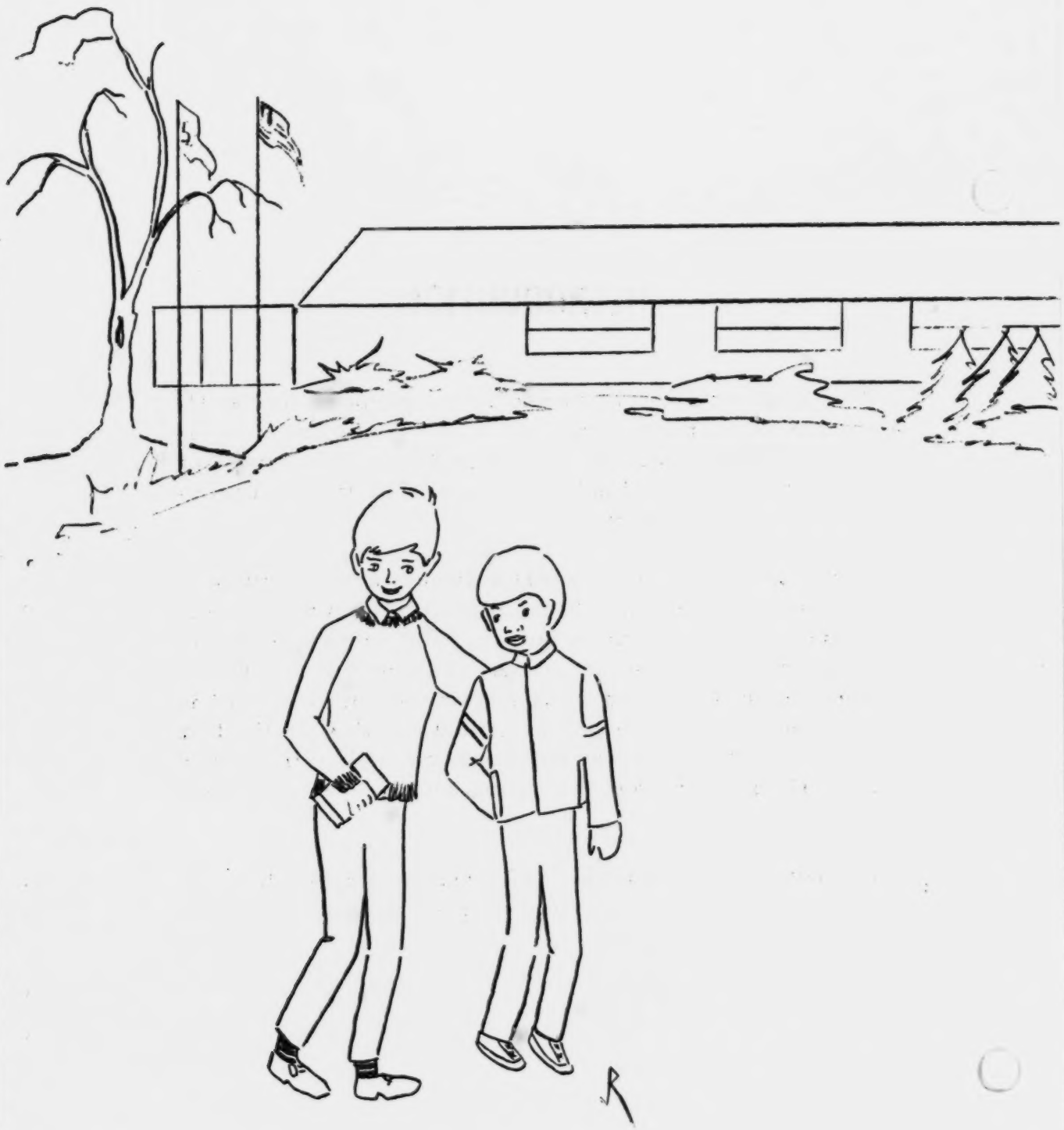
INTRODUCTION

The Advisory Committee had as its purpose the development of a framework that would establish a basis from which elementary school guidance and counseling programs may develop in the state. The finished product reflects this purpose.

At the present time several districts are carrying on successful programs. Some districts plan implementation in the immediate future, and others perceive programs coming about in two or three years. Whatever phase of operation or readiness your district is in at this time, we hope the contents of this publication will be helpful to existing programs and will be used as a flexible framework from which programs may emerge.

The publication is bound and organized in such a way that revisions can be made in an annual up-dating process.



I. A RATIONALE, PHILOSOPHY, AND BASIC CONCEPTS

This section is devoted to the projection of an overall frame of reference from which an elementary guidance and counseling program might be established. Sections II, III, and IV are written in light of the rationale, philosophy, and basic concepts stated in this section.

RATIONALE

Why elementary school guidance and counseling? Why is this aspect of elementary education being considered more and more a necessity? The answer lies in our broadening knowledge of the nature of children in relation to themselves and to their environment. It is also known that growth and development during the formative years of childhood and pre-adolescence are crucial for children to develop into fully functioning adults.

Van Hoose offers a similar answer to the above questions in the following statement:

> "Robert Havighurst presents developmental tasks and Erik Erikson developmental stages which children will move through in growing toward maturity. Arnold Gesell describes the

characteristics of children of different ages. A basic concept present in all of the writings is that a child who, for whatever reasons, is arrested in his development at any one stage cannot move successfully to the next level. The most important experiences children have in aiding them in accomplishing healthy development are those they have in the home. Next to the home, the place where children spend their next largest block of time is the school. Hence, the school must concern itself with the developmental needs of children in all areas. "[1]

Specifically, there are a number of factors which encourage implementation of guidance and counseling programs in the elementary school.

Society

The general rise in the educational level of the adult population in this country during the past 50 years is resulting in a greater concern for the quality of education for all children.

The child growing up in a predominately rural and sparsely populated region such as Wyoming may require special assistance in understanding and planning for the urban living likely to be his lot in the future.

The child in our complex culture and mobile society may require the assistance of a specialist in mediating his wants and needs as an individual with the requirements, demands, and opportunities of the society.

Home

Added knowledge about the influence of home environment, attitudes of parents, and community opinions

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[1]Van Hoose, William H.: Mildred Peters and George E. Leonard, *The Elementary School Counselor*, Wayne State University Press, Detroit, 1967, P. 20.

on a child's development increases the awareness of the need for elementary school guidance and counseling. Generally at this time parents are closer to the school and are more easily involved.

School

As responsibility for education of the whole child is accepted by the schools, the need for a variety of professionally competent persons becomes necessary.

The teacher, at times, does not have the time nor the special training necessary to deal confidently with the many social-emotional concerns of students in the classroom.

Communities (parents, teachers administrators, school board members) express the belief that guidance services are not only desirable but necessary to serve the needs of elementary school youth.

Emphasis on better utilization of all of our 'human resources" suggests a need for specialists to sensitize the school staff to the unique strengths of culturally different youth.

Children

Certain guidance principles are important to the complete growth and psychological development of each child. Some of these are more positive self concept, increased self direction, improved social problem solving capacity, self responsibility in behavior and decision making, and social and personal understanding.

A child with a positive self-concept usually functions better socially and academically, and conversely, low self esteem is often correlated with low achievement.

Some antecedents of disordered behavior; i. e., delinquency, dropouts, under-achievement, alienation, lie in the inter-personal relationships during the early

elementary age years.

Every age is a time of decision in which the individual needs to think for himself, decide for himself, and be responsible for himself. All need some periodic assistance in this area.

All children have concerns which may be alleviated by interaction with an interested adult and which may be more amenable to resolution during these early years.

The human learner is an interactive being who must know and understand himself and his environment to be fully functional.

Affect (emotion) and learning are very closely related.

PHILOSOPHY

It is believed that children are individuals with distinct personalities who are deserving of care and attention as they explore and begin to realize their social, emotional, physical, and mental capacities. This exploration and emerging realization of self by children is fostered by a school atmosphere that encourages active participation in educational experiences. This in turn brings about a personal and individually fulfilling sense of growth and accomplishment. The elementary guidance and counseling program becomes an important part of the self-realization process through preventive assessment of and assistance to the child from the time of entrance into school and continuing through subsequent years.

BASIC CONCEPTS

The following concepts are considered to be the heart of an elementary school guidance and counseling program. Extension of these concepts into specific goals

and objectives for the program, and for adults and children within the program is left to the school district and building personnel so that pertinence to local situations may be achieved.

Program

The program should adhere to the principles of a developmental approach to working with children. A developmental guidance and counseling program:

Is preventive in that assessment of needs is an evolving and ongoing process with each child. Concerns are dealt with by adults and children together before they become problems.

Recognizes the impact of the school, home, and social milieu on the child and operates across the breadth of these environments to provide necessary help. In this regard, the school guidance and counseling program is not the counselor's alone. All employed personnel are responsible for its schoolwide development.

Is one which will enable the child to cope successfully with the new demands of each developmental level.

Is an integral part of the educational process and consequently is provided for all children.

Point of view

The guidance point of view must permeate the entire school. All school personnel are responsible for maintaining an attitude and promoting an atmosphere which sustains provisions for experiences which encourage optimum growth and development of each child.

Support by school administration is vital to the growth and development of the guidance and counseling program.

The classroom teacher, because of direct and daily contact with children, has a profound guidance influence and a responsibility to the growth of the program.

The counselor is the facilitator of the guidance program and works to instill and maintain the guidance point of view in the school.

Each school employee has an important contribution to make in the program.

Children

All children should be regarded as having individual worth. Their integrity needs to be recognized and protected.

All children should have equal opportunity to maintain and express their unique personalities within the limits of a democratic society.

The unique personality needs to be stimulated in the pursuit of an education.

II. PROGRAM

The elementary school experience is the most vital in the total educational process to the growth and development of youth. During this period children are expected to gain basic academic learnings and to begin to formulate a basic self-concept that can be built upon as they continue to function within and outside the school setting.

The child is the center of the educational process. Experiences are planned with the child so that learning will make sense and will be relevant to his life. In planning with each child, understanding comes about through attempting to perceive his world as he sees himself and feels about himself in his world. The mental, emotional, social and physical aspects of the child are seen as parts of an inseparable whole. Experiences are planned to stimulate the child's intellectual capabilities, to help him be aware of and strive to understand his emotions and feelings, and to help the child experience himself within the social setting. Assistance, when possible, is provided to assure normal physical growth of each child. As the child is a part of these experiences he is formulating some basic ideas about himself and a self-concept is in the process of developing. If the child is successful then more success is likely to follow. If failure is experienced then more failure is likely to follow.

The program reflects team effort by school personnel in a commitment to be aware of and serve the developmental needs of boys and girls. Each team member (principal, teacher, nurse, counselor, secretary, aide, maintenance personnel, hot lunch personnel, and where applicable, the social worker, psychologist, psychological technician, speech correctionist, librarian, reading specialist, art and music teachers, and physical education teacher) functions in a vital role in promoting a guidance point of view. An atmosphere of cooperation and respect between children and adults in the learning process must permeate the entire school experience.

* * * * *

Persons working in the elementary school at times carry out tasks individually and at other times cooperatively in working with children. Each functions in a complementary role to others. The roles and functions that might be established for various positions in the district to bring about a functional and planned elementary guidance and counseling program are projected in the following material.

ADMINISTRATION

Superintendent

The superintendent is responsible for the total educational program in the district. His decision causes programs to be implemented within the all-encompassing philosophy of the district. The degree of direct involvement with the educational process depends upon the size of the district and distribution of administrative responsibilities. Pertinent to the elementary guidance and counseling program, the following functions would be appropriate to the position of superintendent:

Facilitate the incorporation of the guidance and counseling program into the educational process so that it becomes a continuous aspect of the K through 12 overall school experience.

Provide leadership in orienting and informing the board of education, community, and school personnel of the value of guidance and counseling for all levels of public school education.

Arrange for counselors, working at various levels in the district, to plan together so as to bring about continuity of program.

Provide in the budget for funds necessary to operate a guidance and counseling program.

Consult with the building principal (and possibly also the teaching staff) for securing qualified counselors.

Principal

The elementary principal is responsible for the educational program for a given school or schools. He establishes the relationship and atmosphere that exists among and between adults and children in the school, with parents, and with persons in the community. The very nature of the elementary child to whom the school provides learning experiences, requires the principal to work closely with all adults in the child's life.

Specifically, as with all programs, the principal would strive to see that the elementary guidance and counseling program is an integral aspect of the educational process. The following functions would be in keeping with this goal:

Work closely with the elementary counselor so that communication is open and roles of each are understood. This communication can develop through regularly scheduled conferences and impromptu discussion. The principal and counselor work cooperatively

and individually to provide services to students, teachers, supportive personnel, and parents.

Help organize staff meetings to discuss the guidance and counseling program so that it may grow on the basis of experience.

Offer leadership in the development of in-service programs or sessions with school personnel on topics such as child growth and development, use of test information, parent conferences, cumulative records, and child behavior.

Facilitate the counselor's efforts to orient parents to the guidance and counseling program through meetings of PTA, other parent organizations, civic groups, and informal neighborhood coffee groups.

Secure materials and arrange for released time so that staff and counselor may carry on activities to meet the needs of children. Special materials may be needed for individual or groups of children. Special arrangements may be needed in providing released time for teachers involved in case conferences, home visits, teacher-child private conferences and discussion with parent groups.

Provide physical facilities from which the counselor may function adequately.

TEACHING PERSONNEL

Teacher

The elementary teacher should be considered the key to the effectiveness of the guidance and counseling program. The self-contained classroom, although modified in some districts, is the basic structure found in most Wyoming schools. The teacher, then, is most likely to be aware of children's needs and strives to fulfill those needs within the classroom to

the extent possible. Assistance is often sought in attempting to provide experiences that will be meaningful to each child as well as experiences to those children who present special concerns. A counselor with whom the teacher may consult or to whom she can refer children many times provides the assistance needed. If the teacher and counselor together cannot arrive at a solution to a specific concern about a child or children, then they draw on other resources within the school or outside agencies.

Specifically, the teacher works to establish a planned classroom guidance program and cooperates with the counselor and other staff members.

The teacher provides a classroom atmosphere generated from a belief in the worth and dignity of each child. Learning takes place with children and is in keeping with each child's emotional, social, mental, and physical capabilities. In providing this atmosphere the teacher

- is aware of her own capabilities and feelings;
- plans for democracy to develop in daily classroom decision making;
- encourages expression from children as to their thoughts, feelings, and concerns;
- realizes that behavior is caused and tries to understand the message given in each child's actions and overall behavior;
- portrays in action, empathy for each child;
- encourages children to do their best.

The teacher attempts to know each child well so that learning becomes relevant and meaningful. In attempting to know and understand each child the teacher may

find it helpful to use

- notes from observations of children's behavior;
- anecdotal records;
- work samples;
- notes or recollections from private discussions with children;
- cumulative records;
- notes or recollections from parent conferences;
- mental ability scores;
- achievement scores;
- results of sociometric devices;
- information from sentence completion forms;
- responses from unfinished stories;
- other techniques.

The teacher strives to build a professional relationship with the counselor. This relationship should be constructed on the basis that each has much to offer the other. Both have a common goal--that of assisting children in the growth and development process. The teacher helps to build this relationship by

- sharing with the counselor specific or general concerns about various aspects of working with children;
- cooperating with the counselor in case conferences, parent interviews, and individual consultation;

- supplying information about a child or children relevant to the counselor's work in given cases;

- referring to the counselor individual or groups of children that would benefit from individual or group counseling;

- assisting the counselor in developing and explaining his function to the children.

COUNSELOR PERSONNEL

Counselor

The elementary counselor, with knowledge in the area of child growth and development, and extensive training in the area of guidance and counseling, is the staff member responsible for making the program functional within the school.

The basic function of the counselor is to provide (1) guidance and counseling to children, (2) consultation with other school personnel and parents, and (3) coordination of the program within the school and outside the school with parents and community.

The activities of the counselor will be elaborated upon under the three main categories of counseling, consultation, and coordination.

Counseling. Counseling is a process through which the counselor and child attempt to work through concerns the child has about himself in a neutral, unthreatening atmosphere. Counseling can be carried out with an individual child or a small group of children. The basic goal of counseling is (1) to help children integrate real self with ideal self so as to develop healthy self-concepts, and better self understandings, and (2) to help children work through or resolve day to day concerns about their developing relationship with other children and adults.

Counseling should be available to all children. Children, as they grow and develop, many times, have questions or concerns about themselves in relation to self or things affecting them in their environment. Often, to adults these concerns seem small, but if put in perspective of the child's eyes they are of real importance. Not all children will request to see the counselor, but when a request is made it should be respected.

The counselor obtains referrals for counseling through sources including (1) children themselves, (2) teachers, (3) principal, (4) parents, (5) supportive personnel, and (6) community agencies. The counselor in turn, at times, will need to refer children with special needs to other specialists in or outside the school.

Consultation. Children of elementary school age function within a limited environment. The home and school are the institutions where most time is spent and in which most experiences meaningful to development occur. The parents and school personnel often constitute the significant adults in the life of the child.

The counselor assists growth and development of boys and girls, indirectly, through consultation with these significant adults.

The counselor works closely with teachers and strives to build a strong relationship so that free interchange of thoughts and ideas can take place between them in working with children. The counselor can help the teacher

- to identify children with special needs;
- to implement guidance activities in the classroom so as to build the classroom guidance aspect of the program;
- by visiting the classroom and observing children;

- by sharing pertinent information that would be helpful in working with children as a result of counseling sessions or that which has been gathered from other sources (see appendix D for information on ethics of counseling);

- by offering encouragement at times when progress concerning a child or children seems to be at a standstill;

- by working with groups of teachers with common concerns and purposes.

The counselor works with parents and strives to bring about understanding and an atmosphere and attitudes conducive to growth and development of children in the home and at school. To accomplish this goal, the counselor

- fosters rapport between parents and teachers;

- encourages dialogue between parents and all school personnel;

- interprets testing and grading practices of the school and works with individual parents to increase the parent's understanding of test scores and grades given to their children;

- implements programs with parents such as preventive instructional sessions in child development and management, and informal discussions pertaining to everyday family life;

- consults with individuals or small groups of parents, particularly in those cases when the counselor is working regularly with the child.

The counselor cooperates with the principal in scheduling in-service sessions or workshops related to guidance and counseling.

The counselor offers the guidance point of view in curriculum planning.

He suggests ideas as to the possibilities for promoting an awareness of the world of work on the part of children.

He fosters readiness for entry into school by working with pre-school children and parents:

He provides observation, verbal and written, to referral agencies concerning children referred.

Coordination. The counselor is directly responsible to the building principal in most cases, and works closely with this person. As coordinator, the counselor facilitates integration of the total guidance program into the general school program. Activities in this area would include:

Organizing and serving on the school guidance committee if such a committee is deemed desirable by the staff.

Acting as coordinator of the testing program. The testing, as intended here, would involve group tests of achievement, mental ability, and other teacher-administered diagnostic instruments. Major responsibility would be in selection of tests and interpretation. Individual psychological testing is in the realm of the psychologist or psychological technician and should be given by them as specific cases dictate the need.

Orienting new pupils coming to the school.

Coordinating the transition of students transferring to another elementary school in the district and of students going into junior high school.

Arranging for special conferences at home or school between parents and pertinent school personnel.

Orienting parents to the guidance and counseling program as a part of the total educational process.

Organizing case conferences when this seems the best way to bring about better understanding and direction for working with a specific child.

Assisting in the maintenance of an adequate cumulative record system.

Arranging for referral of children to outside agencies for special help.

Involving community organizations and clubs in working together where possible in a joint effort to help children.

Instigating and following through with evaluation procedures of the program.

SUPPORTIVE PERSONNEL

The remaining part of this section will be given to discussion of role and function of special or supportive personnel other than the counselor in the school. Setting them apart does not imply they are separate or enjoy status beyond that of teachers, principal, or counselor. To be effective they must be considered as staff members with a commitment to cooperation in serving the needs of children. All these specialists will not, in all likelihood, be totally present in many schools in Wyoming. However, understanding what roles each would fulfill in the education of boys and girls is necessary.

School nurse

The school nurse can make a valuable contribution to the guidance and counseling program and to the total educational offering of the school. The health of boys and girls is of great importance and has a direct effect

upon their functioning to capacity.

The nurse works with school personnel, parents, and community in a consultive role, and directly with students. The nurse can be a liaison person between school and home. As a consultant the nurse (1) discusses with teachers and other school personnel, concerns about the health of individual children, (2) helps to establish the importance of health education in the curriculum, (3) works closely with the community in a cooperative effort to satisfy the health needs of children, and (4) discusses with parents the health of their child or children.

In working directly with children, the nurse does more than perform first aid services. A valuable function is listening to children who come to the office on their own accord or through referral and discussing with them their thoughts and feelings about themselves in relation to health or other concerns.

Social worker

The social worker specializes in individual, family, and group consultation and may use all these methods in the school setting. Exploration and assessment is made of the interaction and relationship within the family unit, in the home, and the community. The social worker consults with the family to help them become more functional as a unit, and in their relationship with the environment, while respecting each member's unique individuality. The social worker shares pertinent information with school personnel to bring about a more thorough understanding of a child or family and therefore better serve the needs of the child.

Psychologist

The school psychologist is a specialist in human behavior with preparation at the doctoral level. Functions will include (1) acting as a consultant or resource person to teachers, other school personnel, and

parents; (2) serving as a source of referral for the counselor, and (3) working as a clinician with individual children. As a consultant or resource person his depth of psychological background is valuable in case-conferences or individual consultation with school personnel and parents. The psychologist's training and background allows for more in-depth analysis, observation, and conclusion than the counselor can provide. The counselor uses the psychologist as a resource for referral when situations or individual children seem in need of more highly trained assistance. In working with individual children, various testing and observational techniques may be applied to aid in diagnosing difficulties and problem areas. The psychologist usually gives feed-back to pertinent persons in the school or parents either verbally, written, or both as to recommendations and direction for a specific case.

In the absence of a school psychologist, referral for this service should be made to outside agencies or qualified persons in private practice.

Psychological technician

The psychological technician is a specialist in the area of individual testing with specific training beyond the master's degree. The technician administers individual tests to children that have been referred and interprets the results to appropriate persons. This information can be of real value in determining capabilities, strength and weaknesses of a child so that a realistic individual program can be planned.

Speech correctionist

The speech correctionist specializes in working with children who have speech difficulties. The speech correctionist acts as a consultant and resource person to teachers, other school personnel, and parents as well as a referral source for the counselor concerning children with speech problems. Methods and techniques of detection are shown to school personnel so that referrals may be made. The very nature of the

speech correctionist's work demands a closeness with children. The insight and understanding is shared with those adults who work with these children in other settings. Referral should be made to outside agencies if a speech correctionist is not available in the school to serve children who have such needs.

Librarian

The school librarian specializes in the learning that takes place directly and indirectly from books and other media. In the setting of the library, whether the child is involved with research, reading for pleasure, listening to a story, viewing films from the microprojector, role playing certain aspects of a story, or just browsing, the librarian should get to know each child quite well. Children's interests, aspirations, and inner selves are projected many times in this relaxed atmosphere. The librarian is in a position to use this knowledge and understanding in working with children and in sharing relevant information with other school personnel.

Reading specialist

The reading specialist works with children who have been referred for special help in reading. Also consultation is offered to teachers concerning other children in the school who have special reading problems not significant enough for referral to the special reading class. Difficulty in reading many times is a symptom of a troubled child in other areas of self. The reading teacher, with small classes, is in a position to get to know each child and therefore, is helpful in furthering understanding of these children on the part of adults in the school and home.

Physical education teacher

The physical education teacher works to develop the total child in a relaxed social setting. Specific motor skills are emphasized at different levels which hopefully will bring about good muscle coordination to the extent possible for each child. Along with this purpose

is the aim for development of a sense of fair play, good sportsmanship, respect for others, and understanding of self. The physical education teacher works with children in a situation different from that of any other adult in the school and gets to know each child in a little different way than other adults. A viewpoint offered from this different setting is helpful to others attempting to know the child well.

Art and music teachers

The art and music teachers perform similiar functions in that each attempts to stimulate the aesthetic capabilities of children. Children expressing themselves and learning about themselves in these non-academic situations can bring about the enhancement of self image. Music and art programs should be considered supportive to the overall educational goals and objectives of the school.

The aides, secretarial staff, maintenance and hot lunch personnel

These persons interact with children every day as they function in their respective roles in the school. It is helpful if these persons are aware of the school philosophy regarding growth and development of children. The subsequent value is that these persons will act accordingly with children and tend to reinforce the work of the professional staff.

SUMMARY

Two Wyoming counselors were asked to submit reviews of their initial year as elementary counselors for inclusion in this publication. The purpose was to provide a practical follow-through for what has been written in this section. The reports demonstrate how each established and functioned within the guidance and counseling program in their respective schools.

A YEAR AS AN ELEMENTARY COUNSELOR

by Charles Douthit, Elementary Counselor
ESEA, Title I, Cheyenne Public Schools

Although remedial functions were performed, the major emphasis in the Title I elementary guidance program was developmental and preventive functions. The goals that were implemented emphasized development aspects which were

assisting the child in understanding, accepting, and improving himself;

focusing on strengths rather than weaknesses;

encouraging rather than discouraging;

emphasizing choice-making and planning;

establishing goals;

working with all boys and girls.

Specific functions

Counseling service. Emphasis was on individual and group processes of establishing a positive relationship so that the counselee could learn more about himself and his problems and set goals and alternatives for which he could strive. In group activities children interacted with the counselor and other counselees to find acceptable courses of action which would meet their needs.

Parent conferences. Home visits were made to help parents gain a better understanding of their child's unique needs. Emphasis was on clarification of the school function and its influence on their child. The counselor encouraged improvement of home environ-

ments which would be conducive to healthy development of their children.

Teacher conferences. Act as a consultant so that teachers can better understand children and their needs. Help teachers accept individual differences. Work together to plan courses of action which will help the child.

Orientation service. Assist the child in overcoming problems as a result of change in environment.

Referral service. Coordinate referrals of children to proper psychological, health, or social services in the school and community. The Mental Health Center, Educational Diagnostic Center, Child Developmental Center, and various service organizations were the primary agencies outside the school.

Records service. Collect and record information which will assist teachers in working with children.

Testing service. The testing function was the responsibility of the psychological technician. The counselor worked with the tester in interpreting test results which contributed to the total picture of the child.

Elaboration of functions

The most important element of any program is proper planning and orientation. The teachers must be included in the planning stage so that the program will have their support and influence and be "their" program. Great emphasis was placed on the planning stage in the Title I elementary guidance program.

A faculty meeting was scheduled during the work week before school started. The program was explained by the counselor to include objectives and a basic plan that was to be followed. This was the first in-service education meeting during the year and as a result of its acceptance, others were scheduled for the school

year. During the initial meeting, the teachers schedules were obtained so that the counselor could make a schedule as to when children could be taken from their classrooms. This proved to be a strength of the program and no problems arose over children being taken from their classrooms.

A letter was sent home to the parents the first week of school explaining that a counselor would be working in their school. Its contents included a brief statement regarding his services and an invitation to call if there were questions. A PTA meeting later in the year featured the counselor so that he could give a more formal explanation of his program and the services he would provide.

The first week of school was a period in which the counselor visited each room and explained who he was and how he could be of help to boys and girls. A thirty minute informal discussion of "people who help" was conducted. From this the children determined that the counselor was an individual who could help when a need arose. Pictures that first graders had drawn were used to illustrate children who wished to see a counselor. There was a lonely boy who did not have friends, a bully who no one liked, a boy who wore torn, dirty clothing, and a girl who appeared sad. This technique was used because no other audio-visual aids were available that dealt with elementary guidance.

Referrals were either teacher or principal initiated. Mimeographed forms supplied information to aid the counselor in working with the child. Self-referrals were also made by children who placed their name in a "bugging me box" which informed the counselor that this child wished to see him. This method of referral was used quite extensively. Approximately 35 percent of the referrals were self-referrals.

During the initial stages of the program major em-

phasis was placed on individual counseling. According to Meeks the major focus of elementary school guidance should be upon counseling individual pupils and small groups of pupils.[1] McCreary and Miller report that administrators, teachers, and elementary counselors are in substantial agreement as to the order of importance of the functions of elementary school counselors. All three groups--principals, teachers, and counselors ranked counseling as the most important function of the elementary counselor.[2]

Group guidance activities were undertaken in the primary grades. The Random House Guidance series was used which utilizes various stories to discuss certain character traits which are essential for the emergence of successful behavior patterns. Trust, responsibility, positive parent relationships, handling feelings, setting personal goals, and success are some of the topics handled in such stories as *Horton Hatches the Egg*, *Edith and Mr. Bear*, and *Cowboy Andy*. The stories were read in class and informal discussion on the various subjects was undertaken. The discussions were related to practical application as to what influence the topic had on each child in their particular situation. Unfinished stories and various topics of interest were used in group activities with the older elementary children. Group guidance activities were regularly scheduled for sixth graders. The topics discussed were chosen by the students.

Orientation services were provided by the counselor on various occasions. Whenever a new student would

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[1]Meeks, Anne R. "Guidance in the Elementary School" speech delivered at APGA convention, Denver, Colo. 1960, mimeographed.

[2]McCreary, William H., and Jerald Miller, "Elementary School Counselors in California", Personnel and Guidance Journal, 44:494499, 1965.

enroll in school the counselor would introduce himself to the child and show him the building in order to make him feel welcome. The various rules and regulations were discussed and any questions were answered. In the spring the sixth grade students participated in an orientation activity in which they visited the junior high school. A half-day was spent attending classes and learning about junior high school. Group guidance sessions were conducted by the counselor after the visit to answer any questions and help make the experience more meaningful. In the spring some selected sixth grade students visited the third, fourth, and fifth grade class rooms and talked to the students about the grade they would be entering in the fall. This was an especially effective orientation activity in which third grade students were made aware of some of the things they would do in the fourth grade. Many of the fears and anxieties that the children had concerning promotion were overcome. The sixth grade students, who were admired and respected by their younger peers, were saying in effect "look at me, I made it, you can too."

Home visits were an important part of the Title I guidance program. The team approach was emphasized in this aspect of the program with the teacher, nurse, language arts developmental specialist, principal, psychological technician, and counselor all contributing to the welfare of the child. The parent is an important part of this team and should be informed as to the development their child is or is not making. The counselor acted as a liaison between the school and home to help the parent gain a better understanding of their child's needs. The counselor also gained information from home visits that would help the teacher see the child more completely.

Exposure of the counselor to the children and faculty was very important. Although the counselor was not assigned specific playground or lunchroom duty, every effort was made to be on the playground during the

noon hour and participate in the activities on the playground. Many children used this time to get acquainted with the counselor and in some cases asked to see the counselor. Riding the school bus during the swim program and refereeing football and basketball games in the city intramural program were activities in which the counselor was exposed to the children in nonacademic situations. From these activities the counselor was seen as someone who cared and could be trusted.

All activities of the counselor were coordinated with the principal. After each week a written report of the counselor's activities was submitted to the principal so that he would have a record of the guidance activities. Daily records were kept by the counselor so that immediate feedback to the teachers could be presented during teachers' free times. Feedback was very important so that teachers could be informed and share in the remediation of specific problems that were encountered.

The following schedule was typical of the counselor's activities for a particular week.

Monday

Conducted five counseling sessions. Held counselor-teacher conference. Group guidance with first grade. Prepared daily activity log. Met with coordinator of guidance service regarding program evaluation.

Tuesday

Conducted six counseling sessions. Group guidance with sixth grade. Introduced new boy to school. Met with the psychological technician to get an evaluation of a counselee. Presented report to faculty regarding learning disability workshop. Prepared daily log.

Wednesday

Made a home visit. Attended staffing at the Educational Diagnostic and Planning Center regarding Title I child. Group guidance with second grade. Conducted two counseling sessions.

Thursday

Principal, teacher, counselor, psychologist conference. Conducted four counseling sessions. Home visit. Tape review with teacher. Prepared for parent teacher organization presentation. Prepared daily activity log.

Friday

Conducted five counseling sessions. Arranged for parent visit to slow-learner school. Parent, teacher, counselor conference. Worked on individual counseling records. Met with EDPC counselor regarding a child. Prepared daily activity log. Took two boys swimming to evening swim program (regularly scheduled).

Evaluation

At the end of the year an evaluation of services was conducted with the principal. Plans for the following year were made. The overall evaluation of the program was judged successful during the first year of its operation. Many of the teachers accepted the counselor and utilized his services. Those teachers that were hesitant to accept guidance and the counselor were targets of persistent attempts to instill in them the guidance point of view.

Approximately 100 children had been seen individually by the counselor. Five hundred children had been seen by the counselor in group activities. The remaining children had contact with the counselor on the playground and after school programs. Approximately 60 percent of the referrals were teacher referrals, 35 percent self referrals, 4 percent principal referrals, and les than 1 percent were made by specialists outside the schools and the school counselor.

A YEAR AS AN ELEMENTARY SCHOOL COUNSELOR

by Judy M. Price, Laramie Public Schools

Setting of the program

The setting of the program in which I functioned as an elementary counselor on a part-time basis consisted of two elementary schools in the Laramie school district. (The remainder of my time was spent in graduate study at the University of Wyoming). Both schools were relatively new and had adequate space available for counseling activities.

Broad goals and objectives

I have formulated many goals and objectives in regard to elementary counseling, but perhaps I can focus on some of the major ones. My goals and objectives encompassed the following:

To provide guidance and counseling for all students and not just those who presented pressing or severe problems.

To promote and participate in new techniques in elementary guidance, such as group work and play media, to keep the program flexible and growth inducing.

To work with staff and parents in promoting optimal development for children.

To become an accepted member of the staff and work with them in a team effort.

To provide a counselor model of acceptance and understanding, not only to children, but to staff and parents as well.

Orientation and planning with staff

Before school had begun, I decided to conduct my own orientation with the staff. This involved coming to school on a day when teachers would be preparing for

school in their classrooms. I visited each teacher in her room, introduced myself, and explained what my function would be in the school. This meeting proved to be an excellent way to get acquainted with the staff on a friendly and personal basis. Soon after school had begun, the principal held a formal meeting with the staff in which I was introduced and objectives and goals of the guidance program were explained more fully. Might I say, this was a difficult part of the program, due to the fact that many of the teachers had not been directly exposed to elementary counseling and its purposes and functions. There were many questions throughout the year concerning the meaning and value of counseling in the elementary school.

Orientation with parents

No formal orientation was held for the parents in regard to the elementary counseling program. I feel this would have enhanced the program a great deal. Many parents were not aware that guidance services existed until their child became involved with a counselor. With each new case, I conducted my own form of orientation for the parents as to the purpose and value of counseling in the elementary school. The area of parent orientation was certainly a weak area and should have been given much greater stress by the staff.

Starting the program

1st week--The majority of my first week was spent in getting acquainted with the staff and gaining their trust and confidence in me as a helping person. During this first week I shared many ideas with the staff, listened to many of their concerns, and visited in the classrooms to meet the children and observe classroom activity. No counseling was conducted with children the first week, but several test referrals were received. As stated before, a formal orientation meeting was held the first week with the staff to acquaint each person with various school programs and resource persons. A meeting was held by the director of guidance

which included all the pupil personnel staff functioning in the district, for the purpose of discussing the year's activities.

2nd week--By the second week a good personal and working relationship had been established with most of the school staff. I began receiving referrals from the teachers and spent quite a lot of time conferring and discussing many of the problems the teachers faced in the classroom. The teachers seemed to be pleased to have a person with whom they could relate some of their concerns and difficulties.

A typical week for the counselor

Since I was employed part-time, my work week consisted of five half days. A typical week might include the following:

Monday

Conducted counseling sessions with three children; conducted a group counseling session with five sixth graders; conducted a play media session with two children.

Tuesday

Administered a mental ability and a perceptual test; conducted counseling sessions with three children; consulted with two teachers; talked with guidance director about program.

Wednesday

Conducted counseling session with four children; administered a mental ability test; conducted group counseling with four second graders; conferred with the principal.

Thursday

Conducted a parent conference; conducted counseling session with two children; administered a perceptual test.

Friday

Held a parent conference; wrote up test reports and counseling reports.

Working with children

Working with children was, to me, the "meat" of the counseling program. I tried to use various techniques to promote the developmental aspect of elementary counseling. The techniques I used with children are as follows:

Individual counseling. "Jane needed someone to talk with about her problems in a confidential setting."

Group counseling. "A group of sixth graders learned to relate more effectively with one another, to express their feelings, and discuss pertinent personal issues."

Play media. "John, an aggressive boy, learned to express his hostility in more constructive ways through individual play media."

"Tom, in a group play media setting, gained more confidence, overcame some shy feelings, and learned to relate with other children through cooperative play activities."

Consulting with teachers, parents, and principals

Without the cooperation and effort of teachers, principals, and parents, elementary counseling would be most ineffective. Next to counseling children, I felt that consulting with teachers was very important. These sessions not only meant consulting about a student with whom I was counseling but also involved discussions of classroom dynamics, classroom management, classroom activities, social problems in the classroom, or teacher-child conflicts. It was most important to me that I gain the trust, acceptance, and confidence of the teachers even though I did not work directly with every one.

Without the principal's support, the elementary guidance program could not function at a maximum level. I tried to keep the principals informed as to activities conducted in the counseling program, the children being counseled, and general information about the case. I was always very careful not to break the confidence of my counselee. The principals would often consult with me about problems they encountered, or would merely seek my advice and assistance. I attempted to visit with the principals at least once a week concerning the counseling program and any other pertinent issues in the school

For every child with whom I had counseling sessions, I consulted with the parents or parent. The number of consultations varied in regard to the extent and nature of the problem. I felt it very necessary that the parents be an active part in the emotional and social development of the child, and felt that parents often made as many or more changes than did the child.

Coordinating the guidance program in the school and community

In coordinating the guidance program in the school, I attempted to act as a resource person for the staff in many areas of child growth and development. Some coordination was effected through the combined efforts of the other counselors in the district and myself. This was done by combining and sharing ideas in regard to counseling activities and philosophy and introducing these ideas to the school staff. Coordination in the community was done through (1) articles in the newspaper concerning elementary counseling, (2) cooperative efforts between the elementary school and the University of Wyoming (providing opportunities for training and experience of student counselors, research, etc.), (3) dealing with various resource agencies such as the Mental Health Center in Laramie, and the Educational Diagnostic and Planning Center in Cheyenne, and (4) consultation with various physicians

and clinicians.

Summary

The past year was composed of much work and dedication. It yielded some rewards and some disappointments. No matter what activity I might have engaged in three guidelines always led the way, (1) to be positive in my approach; (2) to like my work; and (3) to keep faith in the individual. If elementary guidance is to succeed counselors must be willing to give of their time and talents and put the development of human potential first and foremost.

III. GUIDELINES

The introductory part of this section contains a list of possible structures for guidance and counseling programs and comments by selected persons pertinent to establishing a reasonable counselor/pupil or counselor/teacher ratio. This introduction will provide the reader with a frame of reference for dissemination of information that follows in the second part of the section.

STRUCTURES

District personnel, when deciding upon a feasible structure for their school population and locality, should simultaneously establish a long range master plan for development of program. With this type of planning, the guidance and counseling program will have direction and can progress toward a predetermined goal.

Possible structures

Counselor functioning in one elementary school building.

Counselor functioning with a reasonable number of students in one or more elementary buildings.

Counselor functioning with the elementary school popu-

lation for an entire district which might include rural schools within that district.

Counselor functioning K-12 in one district.

Counselor functioning with two or more elementary school populations in two or more districts.

Counseling center approach, where pupil personnel services are offered from a central location to one or more schools or districts.

Counselor, professionally trained in elementary school guidance and special education, functioning with dual responsibilities.

COMMENTS

Districts, as they implement elementary guidance and counseling programs, may not be able to establish immediately the ideal counselor/pupil or counselor/teacher ratio for their particular situation. It is advisable, however, for districts to ascertain what is ideal and then work toward this figure through the years.

Rationales for establishing counselor/pupil or counselor/teacher ratios

Projects for the last four years under the various Titles of the Elementary and Secondard Education Act have provided documentary evidence of the vast individual differences in elementary school pupils. These same projects have developed various diagnostic methods to be used in proving a wide range of differences in individuals.

Far too many schools have geared curricular materials and methodology to the median. Thus, probably only one pupil in a classroom has been

afforded the proper educational program. This means as many above average ability students have been disadvantaged as those who have below average ability.

Guidance and counseling are more important when problems first occur than corrective measures after the damage is done. Preventive measures in intellectual and emotional development are at least as important as in physical development.

The number of qualified guidance counselors needed in a particular school will vary according to the number of problems and range of individual differences. If more guidance counselors are used at the elementary level, fewer are needed at the secondary level. Many secondary pupils have accrued problems to the extent that they are almost beyond help by school personnel. Most of their problems could have been prevented by proper guidance at the elementary level.

When an elementary school has one counselor for 400 to 500 pupils, the secondary school which receives these pupils can function well with a similar ratio.

However, if the ratio is 800 to 1000 to one in the elementary school, the receiving secondary school will require one to 300 and then many cases will be hopeless.

Merle V. Chase

I view the counselor as an agent of change. I see his basic skill as group process in working with

the thoughts, feelings, attitudes and behaviors of his total clientele. This clientele includes pupils, teachers, administrators, and parents. Thus, counselor load relates to the number of groups that he can develop productively. Any specific number is meaningless until we are able to assess the skills of the counselor. If forced to a decision, I would prefer to look at the number of teachers that a counselor might service through the group approach, assuming that the teachers are all in one building and were to be divided into groups of six. I believe he could service from three to four groups of teachers or 18-24 teachers.

Don C. Dinkmeyer

I suggest counselor load be considered in a flexible manner so as to allow innovative structures and organization. I would consider a breaking point of 1000 pupils for the first few years of the program with an ultimate goal of 500 pupils to one counselor.

James L. Headlee

A rationale for a counselor/pupil ratio of 1:500. My assumption is that an elementary guidance counselor's time will be directed about equally between direct services to students, consultation service to their parents, and consultation service to the school staff. I further assume that a counselor should be employed for at least a 10 month year and that approximately 10% of his time should be devoted to administrative and

coordinative activities.

Based on the concept of 40 hours a week and a 44-week year, I would arrive at a total time factor for a year of approximately 1760 hours, of this the administrative and coordinative function totals approximately 10% or 170 hours.

If we allowed an average of 1 hour per student, per year, for direct student services this would account for another 500 hours of the counselor's time.

If we were to assess an equal time for parent contact and one conference per parent per year there would be another total of 500 hours.

Since the counselor's most direct services are carried on with the cooperation of the classroom teacher, I assume the counselor should spend 1 hour per week with each teacher, dealing with consultation, case study, and cooperative classroom observation of behavior. Since 500 students would probably mean at least 16 classes, this average of one contact per week, per teacher, would account for 600 hours.

The total of these four factors exceeds the 1760 for a 10 month contract, but I believe that teacher, parent, and child would agree that the minimum service program would be a marginal level of service.

If a counselor is expected to do this and work with students, this would be done only at the expense of service to some other individuals concerned.

Lyle L. Miller

It is difficult to arrive objectively at a hard and fast number of students with which one counselor can be effective. Many variables must be studied by the local district before determining their counselor-pupil ratio. The composition of the student population should be considered, the guidance time assigned to the counselor is a factor--as is the number of non-guidance assignments. The counselor will be working with teachers as as well as pupils and so a counselor-teacher ratio must be considered. After considering these and other factors, I would place the absolute maximum number of pupils and teachers a full-time elementary counselor could be expected to work with effectively at five hundred pupils and twenty-five teachers.

Thomas L. Morris

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Districts vary in their readiness to implement guidance and counseling programs at the elementary level. Therefore, the guidelines in this section are directed to districts that plan implementation in two or three years and to districts that plan implementation in the immediate future.

Consultive assistance is available to districts developing programs from the Pupil Personnel Service Division, State Department of Education, and from the Department of Guidance and Counselor Education, University of Wyoming.

DISTRICTS PLANNING FOR IMPLEMENTATION OF PROGRAM IN TWO OR THREE YEARS

These districts can do much in the way of guidance during the interim when there is no counselor until the time when the counselor arrives. Planning by district administration and elementary school staffs and providing some guidance activities in the interest of serving children will do much to pave the way for a fruitful guidance and counseling program later. Some suggestions as to how planning and subsequent action might take place in the interim period are projected below.

The administration should:

Assess the needs of the districts' student population and establish personnel or program priorities to fulfill these needs. Assessments should provide data concerning appropriateness of the educational program to the students enrolled in school. Some areas to explore are;

- student achievement in relation to ability
- student attendance
- attitudes of students toward school
- teacher attitudes toward students
- student behavior in school
- parent-school relations

Project a date when elementary guidance and counseling will become a part of the total program.

Determine financing needed to implement guidance and counseling at the elementary level and project this figure into estimated budget for the year when implementation is planned.

Assist in arranging for in-service programs for the elementary school staff to increase readiness on their part for the guidance and counseling program.

Plan for provision of appropriate building space for the counselor when he joins the staff.

Encourage teachers who are interested in guidance and counseling to return to the college campus during summers or academic year to become qualified as counselors. Upon completion of certification requirements, these persons could then become counselors in the program.

Encourage teachers going to summer school for certification renewal credit or for academic stimulation to take some course work in guidance and counseling.

The elementary school staff and principal should:

Provide data and opinions relative to the assessment of needs of the student population.

Consider the possibility of returning to campus to pursue a degree in guidance and counseling or take course work in this area.

Visit other districts or schools that have guidance and counseling programs.

Discuss educational philosophy of the school and determine how it lends itself to the guidance point of view of working with children.

Acquire materials and invite in consultants so as to gain insight into elementary school guidance and counseling.

Identify staff members with special training and/or philosophy who might assume a leadership role in work-

ing with other members of the staff to;

- develop activities for use in the classroom that would be helpful in understanding children. Classroom guidance activities might include (1) use of the group process in decision making, (2) use of unfinished stories to develop sense of responsibility and identification, (3) role playing of various situations so children can look at themselves more realistically in relation to others, and (4) designating times when a child can talk with the teacher in a one-to-one situation.

- instigate case conference procedures wherein personnel can get together in a professional manner and take a close look at a specific child and determine how best they might serve the child.

- foster child study programs where teachers meet and talk about child development and its implication for school experiences.

- organize discussion groups to talk about home visitation, working with parents, and techniques for carrying on a good parent conference.

- suggest topics for in-service.

DISTRICTS PLANNING FOR IMPLEMENTATION OF PROGRAM IN THE IMMEDIATE FUTURE

Districts that are ready to incorporate guidance and counseling at the elementary level in the immediate future would not have the time in most cases to do the intensive planning as would those districts with an interim planning period. However, they might incorporate some of these areas of planning and action just prior to or during the beginning stages of the program.

Planning by administration and other appropriate persons prior to implementation

Determine the education and experience background of the school personnel in guidance and counseling.

Assess the attitudes of the staff toward guidance and counseling services.

Make final determination as to type of program that will be feasible for district or school.

Check for the availability of a qualified counselor in the district or determine procedure for acquiring a qualified counselor.

Survey building or buildings to determine availability and location of a private office for the counselor.

Determine clerical assistance that might be available or secured for the counselor.

Make estimate of materials and supplies the counselor may need to function effectively and secure these items.

Planning after the counselor has joined the staff

After the counselor has joined the staff, cooperative planning should take place in the following areas:

Review this publication to determine if there should be additions or deletions so as to serve the needs of the local elementary child population. Some areas will need to be made more specific and pertinent so that the program will have definite purpose at the outset.

Review, specifically, the role and function of school personnel as stated in this publication. Discussion should be open so that changes, if need be, can be made as to how each staff member functions in the program.

The counselor's role and function should be discussed by the staff in detail with the counselor. Understanding needs to be reached in areas such as

- referral procedures;
- consultation arrangements;
- counseling schedule;
- home visitation procedure;
- case conferences;
- program orientation procedures.

Determine if a guidance committee is desirable to facilitate growth and development of program.

Establish goals and objectives for the guidance program.

Determine, to the extent possible, evaluation procedures.

Activities by the counselor during the implementation period

The counselor should be given adequate time to carry out implementation activities so as to establish a foundation from which the program might function. Activities could include:

Orientation with parents so they are aware of the counselor and the guidance and counseling program and the purpose of the program. This orientation can take place through discussion with individuals or small and large group meetings.

Discussion with students to promote an awareness of

the counselor and of how counseling may be helpful in their school-personal experiences. Students should also have a general concept of how the total program involves all persons in the school.

Counselor and principal working with maintenance, secretarial, hot lunch, and aide personnel to bring about a general understanding of the program and the philosophy of working with children.

Orientation and discussion with principal, teachers, and supportive personnel is an ongoing process.

Dialogue with civic and parent groups, and youth organization group leaders in the community. Presentations and discussions about the elementary guidance and counseling program would be valuable. Cooperation with such organizations can bring about a strong program for children in the school and community.

Determination of public or private agencies and individuals in the community or nearby cities or towns that might be helpful in offering services to the school or individual children. Usually it is time well spent for the counselor to visit these agencies and individuals to determine specifically the services each has to offer and procedures in acquiring the service. A compilation of these resources should be made available to all staff members.

Guiding questions after implementation

The following questions, in addition to what has been suggested previously in this section, may be worth consideration.

Have priorities been established for the counselor and school staff so as to get the guidance and counseling program off to a successful start?

What are the priorities for in-service work?

What portion of staff meetings should be set aside for discussion of the guidance and counseling program?

If a guidance committee is formed, who will be on this committee and what will be the purpose of this committee?

IV. EVALUATION

The purpose of evaluating the guidance and counseling program is to determine if the program, as an integral aspect of the total school experience, is accomplishing what it is supposed to accomplish.

Effective evaluation consists of three parts:

Evaluation that takes place each day as the program grows and progresses.

Evaluation that takes place at the end of the school year.

Planning and action in light of evaluation results.

DAILY EVALUATION

The continuous day to day informal evaluation is essential to maintain a flexible, ongoing, growth producing program. The overall goals, objectives, and purpose of the program are not under scrutiny so much in this type of evaluation as is the functioning of all personnel involved in attempting to achieve the projected goals, objectives and purposes.

Evaluation activities

The counselor continuously examines his functions in relation to purpose, goals, and objectives of the program.

The counselor and principal meet on a weekly or more frequent basis to discuss the counselor's activities, reflect upon progress of program, and to do short term and long range planning.

The counselor and school personnel may discuss the program, individually or in small groups, in the hall, lounge, at teacher's meetings, or in the counselor's office.

The counselor, teachers, and parents may have discussion concerning the program at P. T. A. meetings, pupil conferences and counselor's office.

All school personnel may discuss with children, individually or in groups, their perception of the program.

The guidance committee may project thoughts for improvment or change.

ANNUAL EVALUATION

The evaluation that is conducted near the close of the school year should be structured so as to determine the effectiveness of the total program. Two questions that need to be answered in this evaluation are:

Did the functions carried out by personnel involved serve to accomplish the goals, objectives and purpose

of the program?

Were the goals, objectives and purpose of the program achieved?

General data

To answer the above questions, in general terms, reponse from all school personnel, parents, and children, might be solicited through a survey type questionnaire. In constructing items for a questionnaire, the following questions might be useful as a guide.

School Personnel

Do school personnel understand the purpose of the elementary guidance program?

Is the guidance program an integral part of the total educational program?

Do school personnel feel they are involved in the program?

How often has each teacher used the services of the counselor for counseling? Consultation? Coordination?

Has each teacher conducted a planned classroom guidance program?

Parents

Do parents understand the purpose of the elementary guidance program?

Do parents understand the role and function of the counselor and other school personnel within the guidance program?

How many parents have consulted with the counselor? Counselor and teacher? Counselor, teacher and child?

Did parents of children receiving counseling feel counseling was helpful to the child?

Do parents feel they can come to school at anytime to discuss with school personnel the progress of their children?

Children

Do children know there is an elementary guidance program in their school?

How many children have met the counselor?

Do children feel they can talk to the counselor?

Do those children that have had counseling feel they have benefited from the experience? Would they go to the counselor again? Would they recommend counseling to a friend?

Do children feel they are treated as individuals?

Specific data

In an effort to determine the extent to which program goals set for children were achieved, teachers could conduct a pre-program and post-program survey of each child in their classroom. The pre- and post-survey data could then be compared for progress of each child. The post survey could also contain an opinion by teachers as to which activity of the program seemed most beneficial for each child.

Sample #1. Pre-program survey of children from teacher observation.

October 1, 19_____ Key: 0-Poor 10-Adequate

Student's Name	Program Goals								
	self-concept	self-direction	attitude	responsibility to self	responsibility to others	respect for property	other goals	total	
John Doe	2	3	1	1	4	8	3	22	
Sally White	8	5	9	6	8	7	8	51	

Sample #2. Post-program survey of children from teacher observation.

May 1, 19_____ Key: 0-Poor 10-Adequate

Student's Name	Program Goals								
	self-concept	self-direction	attitude	responsibility to self	responsibility to others	respect for property	other goals	total	
John Doe	8	5	3	6	7	4	5	38	
Sally White	8	9	9	8	8	8	9	59	

Sample #3. Post-program check list showing teacher's opinion as to what activity of program seems most beneficial for children.

May 1, 19____

Key: -√ For those activities most beneficial for children.

Student's Name	Program Goals: counseling	classroom guidance	consultation with counselor	parent conference	home visitation	teacher-student relationship	case conference	other g[illegible] 3
John Doe	-√			√				
Sally White		-√		√				
Totals	1	1	0	2	0	0	0	0

Explanation of samples

Samples number 1 and 2 could provide data for comparison of each child's progress as to each goal as well as total development for all goals. These two samples represent a very subjective method for gathering data. The use of numbers on a scale ranging from 0-10 to project the point of development for each child in relation to program goals is a very flexible measure. The school staff, if these samples are used for a basis for evaluation, will have to plan carefully so that number ratings become meaningful for comparisons.

Sample number 3, when checks are added vertically, could give an indication as to which activities seemed most beneficial to children. In looking at totals, activities such as counseling and home visitation should

be considered in light of the number of students receiving service in relation to total checks.

Other possibilities for annual evaluation

School personnel write up individual pupil cases that demonstrate value of the guidance and counseling program.

School personnel express in writing their perception of the guidance and counseling program. This report might contain comments concerning strengths and weaknesses, and also suggestions for improvement.

PLANNING AS A RESULT OF EVALUATION

The annual evaluation should take place well in advance of the closing of the school year. This will allow time for planning by the staff for next year's program while evaluation results and recommendations are fresh in the minds of all school personnel.

APPENDICES

APPENDICES

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A

Ethics of Counseling

The counselor, functioning within a planned guidance and counseling program, performs a valuable service in a consultive capacity and as a coordinator of the program. Specifically, however, he is a counselor and much of his time is spent in counseling children individually and in small groups.

The counselor, in counseling with children, is guided by the American Personnel and Guidance Association's code of ethics. Section B of the code which pertains to counseling is as stated in the following paragraphs.

THE CODE OF ETHICS FOR COUNSELING

A counseling relationship denotes that the person seeking help retain full freedom of choice and decision and that the helping person has no authority or responsibility to approve or disapprove of the choices or decisions of the counselee or client. "Counselee" or "client" is used here to indicate the person(or persons)for whom the member has assumed a professional responsibility. Typically the counselee or client is the individual with whom the member has direct and primary contact. However, at times, "client" may include another person(s) when the other person(s) exercise significant control and direction with the decisions and plans being considered in counseling.

1. The member's primary obligation is to respect the integrity and promote the welfare of the counselee or client with whom he is working.

2. The counseling relationship and information resulting therefrom must be kept confidential

consistent with the obligations of the member as a professional person.

3. Records of the counseling relationship including interview notes, test data, correspondence, tape recordings, and other documents are to be considered professional information for use in counseling research, and teaching of counselors but always with full protection of the identity of the client and with precaution so that no harm will come to him.

4. The counselee or client should be informed of the conditions under which he may receive counseling assistance at or before the time he enters the counseling relationship. This is particularly true in the event that there exist conditions of which the counselee or client would not likely be aware.

5. The member reserves the right to consult with any other professionally competent person about his counselee client. In choosing his professional consultant the member must avoid placing the consultant in a conflict of interest situation, i. e., the consultant must be free of any other obligatory relation to the member's client that would preclude the consultant being a proper party to the member's efforts to help the counselee or client.

6. The member shall decline to initiate or shall terminate a counseling relationship when he cannot be of professional assistance to the counselee or client either because of lack of competance or personal limitation. In such instances the member shall refer his counselee or client to an appropriate specialist. In the event the counselee or client declines the suggested referral, the member is not obligated to continue the counseling relationship.

7. When the member learns from counseling relationships of conditions which are likely to harm others over whom his institution or agency has responsibility, he is expected to report the condition to the appropriate responsible authority, but in such a manner as not to reveal the idenity of his counselee or clients.

8. In the event that the counselee or client's condition is such as to require others to assume responsibility for him, or when there is clear and imminent danger to the counselee or client or to others, the member is expected to report this fact to an appropriate responsible authority, and/or take such other emergency measures as the situation demands.

9. Should the member be engaged in a work setting which calls for any variation from the above statements, the member is obligated to ascertain that such variations are justifiable under the conditions and that such variations are clearly specified and made known to all concerned with such counseling services. [3]

Confidentiality

A working interpretation of the item on confidentiality might be as stated by Biasco;

> "although the counselor is not to reveal content and details, he can and must share his judgement and professional thinking about the client

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[3] "Ethical Standards", American Personnel and Guidance Association, 1605 New Hampshire Ave. N. W., Washington, D. C. 20009.

with the staff. In this way he is able to help them understand the client and to plan an appropriate educational program for him. " 4

LEGAL AND ETHICAL CONSIDERATIONS

Each counselor should be aware of the complete *Code of Ethics* published by APGA. The phamplet containing the Code is available upon request from the Division of Pupil Personnel Services, State Department of Education, Cheyenne, Wyoming.

Counselors may obtain consultation concerning legal and ethical aspects of working with children from the appropriate administrators in the local districts, Division of Pupil Personnel Services, State Department of Education, and the Department of Guidance and Counselor Education, University of Wyoming.

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4 Biasco, Frank, 'Elementary School Guidance: Impression of an Observer." Elementary School Guidance and Counseling 3:246, May, 1969.

B

Resource and Referral Sources

Determination of public or private agencies, clubs, organizations, associations, and individuals in the community or near by cities or towns that might be helpful in offering services to the school or individual children is primarily the responsibility of local personnel.

What is offered in this section are contact sources at the state and university level, information concerning a resource directory, and the locations of the mental health centers, county welfare agencies, and public health nurses in the state.

Contact sources

State Superintendent of Public Instruction 777-7293
State Department of Education
Capitol Building
Cheyenne 82001

Division of Pupil Personnel Services 777-7531
State Department of Education
Capitol Building, Cheyenne 82001

Division of Exceptional Children 777-7342
State Department of Education
Capitol Building, Cheyenne 82001

Department of Health and Social Services 777-7657
State Office Building
Cheyenne 82001

Department of Guidance and Counselor 766-2366
Education, University of Wyoming
Laramie 82070

Resource guide

Health, Education, Welfare Resource Directory, published by Wyoming Health Association in 1967. This 158 page publication lists services and other pertinent information about both public (governmental) and private resources. Free copies may be obtained by writing to:

Mr. Cone Munsey, Director
Mental Retardation, Department
of Health and Social Services
State Office Building
Cheyenne 82001

Mental health centers

Buffalo	Northern Wyoming Mental Health Center Branch Box 567, Buffalo 82834	684-5182
Casper	Central Wyoming Counseling Center, 504 South Durbin Casper 82601	237-9583
Cheyenne	Southeast Wyoming Mental Health Center, 305 E. 24th Cheyenne 82001	634-4487
Cody	Park County Counseling Service, Box 316 Cody 82414	587-2197
Gillette	Northern Wyoming Mental Health Center Branch West 8th, Gillette 82716	682-9735
Lander	Fremont County Mental Health Center, 440 Lincoln Lander 82520	332-2231
Laramie	Southeast Wyoming Mental Health Center Branch Box 1289, Laramie 82070	745-7015

Newcastle	Northern Wyoming Mental Health Center Branch Box 748, 111 Wolcott Newcastle 82701	746-4824
Rawlins	Southwest Counseling Service Branch Osborne Bldg., Box 1056 Rawlins 82301	324-2424
Rock Springs	Southwest Counseling Service, Box 1632 Rock Springs 82901	362-6615
Sheridan	Northern Wyoming Mental Health Center, 606 E. Loucks Sheridan 82801	674-8100

County departments of public welfare

Albany	Laramie 82070	745-7324 745-7325
Big Horn	Greybull 82426	765-2193
Campbell	Gillette 82716	682-4437
Carbon	Rawlins 82301	324-3428
Converse	Douglas 82633	358-3102
Crook	Sundance 82729	283-2014
Fremont	Lander 82520	332-4038
Goshen	Torrington 82240	532-2191
Hot Springs	Thermopolis 82443	864-2210
Johnson	Buffalo 82834	684-7281
Laramie	706 West 19th Street Cheyenne 82001	634-5821
Lincoln	Kemmerer 83101	877-6670

Natrona	142 North Kimball Box 560 Casper 82601	234-6929 234-9793 234-6920
Niobrara	Lusk 82225	334-2153
Park	Cody 82414	587-2204 Ext. 44
Platte	Wheatland 82201	322-3790
Sheridan	Sheridan 82801	672-2404
Sublette	Pinedale 82941	367-4371
Sweetwater	Rock Springs 82901	362-5639
Teton	Jackson 83001	733-2907
Uinta	Evanston 82930	789-2756
Washakie	Worland 82401	347-2731
Weston	Newcastle 82701	746-4657

Public health nurses

District #1	Albany, Carbon and Sweetwater counties Box 1107 Laramie 82070	745-7675
District #2	Goshen, Sheridan, and Weston counties Nursing Services, Div. of Health & Medical Services State Office Building Cheyenne 82001	777-7246

District #4	Fremont, Hot Springs and Park counties Box 32, Lander 82520	332-4815
Albany County	Albany County Public Health Nursing Service 1019 Grand Avenue Laramie 82070	745-3838
Carbon County	Carbon County Health Service, Box 1166 Rawlins 82301	324-3196
Fremont County	Fremont County Public Health Nursing Service Fremont County Courthouse Lander 82520	332-2573
Goshen County	Goshen Community Nursing Service, Goshen County Memorial Hospital Torrington 82240	532-2779
Hot Springs County	Hot Springs County Public Health Nursing Service Box 948, Thermopolis 82443	864-331
Laramie County	Cheyenne City-Laramie County Health Unit 315 West 20th Street Cheyenne 82001	638-8995
Natrona County	Casper-Natrona County Health Department 241 South Conwell Casper 82601	234-4589
Park County	Park County Public Health Nursing Service Park County Courthouse Cody 82414	587-2204 Ext. 41

Sheridan County	Sheridan County Public Health Nursing Service Box 508 Sheridan 82801	674-6626
Sweetwater County	Sweetwater County Community Nursing Service Box 956 Rock Springs 82901	362-5673
Weston County	Weston County Public Health Nursing Service Box 357 Newcastle 82701	746-2563

C

Certification Requirements for Pupil Personnel Service Endorsements

GUIDANCE COUNSELOR

Limited Service Permit

Limited service permits for guidance counselor are issued for a one (1) year period only. These permits are not renewable. The requirements for a limited service permit endorsed for school counselor are:

Eligibility for an initial teaching certificate.

One year of successful teaching experience; or advanced internship or practicum experience in a school setting, of at least ten semester hours work in an approved program of counselor education in an accredited teacher education program.

A minimum of twenty semester hours of work in guidance in an approved program of counselor education in an accredited teacher education program.

Note: Individuals who have served under a limited service permit who have not had at least two years prior teaching experience must present a written endorsement from their employing superintendent at the time of application for an initial certificate. Should the employing superintendent fail to support the application for the initial certificate, the individual will not be granted such certificate until such time as he is able to supply evidence that he has obtained two years of successful teaching experience. Any disputes arising from the above regulation will be arbitrated by the State Certification Officer, the State Director of Guidance Services, and the Assistant State Superintendent of Public Instruction.

Initial Certificate
The requirements for an initial certificate endorsed for guidance counselor are:

Eligibility for an initial teaching certificate.

Two years of successful teaching experience; or one year of successful teaching experience plus one year of successful counseling experience; or one year of successful counseling experience plus an advanced internship or practicum experience in a school setting, of at least ten semester hours of work in an approved program of counselor education in an accredited teacher education program.

A master's degree in guidance in an approved program of counselor education in an accredited teacher education program; or a master's degree in an academic area when complemented by sufficient course work in counselor education courses so as to be the equivalent of a master's degree in guidance in an approved program of counselor education in an accredited teacher education program.

One calendar year of work experience outside the field of education (this may be cumulative full time, part time, or summer work experience); or the successful completion of a course in the philosophy of vocational education.

Standard Certificate
The requirements for a standard certificate endorsed for guidance counselor are:

Eligibility for an initial certificate endorsed for this area.

Three years of successful experience as a guidance counselor under an initial certificate.

Professional Certificate

The requirements for a professional certificate endorsed for guidance counselor are:

Eligibility for a standard certificate endorsed for this area.

Five years of successful experience as a guidance counselor under a standard certificate.

Thirty semester hours of work beyond the work required for the standard certificate. This work must be an approved program of counselor education in an accredited teacher education program.

Note: Holders of certificates endorsed for guidance counselor who administer individual mental ability tests for the public schools must also hold the psychological technician endorsement, except school counselors who, during the 1966-67 school year hold a standard guidance counselor certificate endorsed to administer individual mental ability tests may continue such testing during the period authorized by the certificate or until September 1, 1970 after which time only holders of the psychological technician endorsement may administer individual mental ability tests for the public schools.

GUIDANCE COORDINATOR

This endorsement is appropriate for an individual who has the delegated responsibility for supervision or coordination of the guidance services.

Initial Certificate

The requirements for an initial certificate endorsed for guidance coordinator are:

Eligibility for an initial certificate endorsed for guidance counselor.

Five years successful experience as a guidance counselor.

In addition to the course work required for guidance counselor (initial) the individual must have completed an additional thirty semester hours of work distributed as follows:

- Fifteen semester hours of course work in educational administration (supervision, curriculum, and related areas) in an accredited teacher education program.

- Fifteen semester hours advanced course work in guidance and counseling and related areas in an approved program of counselor education in an accredited teacher education program.

Standard Certificate

The requirements for a standard certificate endorsed for guidance coordinator are:

Eligibility for an initial certificate endorsed for guidance coordinator.

Three years of successful experience as a guidance coordinator under an initial certificate.

Professional Certificate

The requirements for a professional certificate endorsed for guidance coordinator are:

Eligibility for a standard certificate endorsed for guidance coordinator.

Five years of successful experience as a guidance coordinator under a standard certificate.

PSYCHOLOGICAL TECHNICIAN

Initial Certificate
The requirements for an initial certificate endorsed for psychological technician are:

A master's degree in an approved program of guidance or psychology from an accredited institution; or a master's degree in an academic area when complemented by sufficient course work in counselor education or psychology from an accredited institution so as to be the equivalent of a master's degree in guidance or psychology.

Course work must be included in the following areas:

- Fifteen semester hours of graduate work in psychology of which:
- Approximately eight semester hours are in psychological testing including clinical testing.
- Approximately seven semester hours are in developmental psychology.
- Five semester hours in guidance including:
- Techniques of counseling.
- Diagnostic and remedial procedures.
- Ten semester hours in supporting areas with at least one course in each of the following:
  Statistics
  Educational methods
  Psychology of adjustment

Standard Certificate
The requirements for a standard certificate endorsed for psychological technician are:

Eligibility for an initial certificate endorsed in this area.

Two years of successful experience as a psychological technician.

Professional Certificate

The requirements for a professional certificate endorsed for psychological technician are:

Eligibility for a standard certificate endorsed in this area.

Five years successful experience as a psychological technician.

Thirty semester hours of work beyond the work required for the standard certificate. This work must be in an approved program for psychological technicians in an accredited institution. Course work must include the following areas:

- Fifteen semester hours of advanced graduate work in psychology.
- Five semester hours in guidance.
- Ten semester hours in supporting areas.

D

Professional Organizations and Publications

STATE ORGANIZATIONS

Wyoming Personnel and Guidance Association
Room 35, Education Hall
University of Wyoming
Laramie, Wyoming 82070

Publication - *WPGA News*

Wyoming Education Association
115 East 22nd Street
Cheyenne, Wyoming 82001

Publication - *WEA News*

NATIONAL ORGANIZATIONS

National Education Association
1201 - 16th Street, N. W.
Washington, D. C. 20036

Publication - *Todays Education*

American Personnel and Guidance Association
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009

Publications - *The Personnel and Guidance Journal*

Elementary School Guidance and Counseling
Don C. Dinkmeyer, Editor
published 4 times each year,
$4. per year for members of APGA--$6. for non-members.

Divisions of American Personnel and Guidance Association

(ASCA) American School Counselor Association
Publication - *School Counselor*

(ACES) Association for Counselor Education and Supervision
Publication - *Counselor Education and Supervision*

(ACPA) American College Personnel Association
Publication - *Journal of College Student Personnel*

(NVGA) National Vocational Guidance Association
Publication - *Vocational Guidance Quarterly*

(SPATE) Student Personnel Association for Teacher Education
Publication - *SPATE Journal*

(ARCA) American Rehabilitation Counseling Association
Publication - *Rehabilitation Counseling Bulletin*

(AMEG) Association for Measurement and Evaluation in Guidance
Publication - none

(NECA) National Employment Counselor Association
Publication - *Journal of Employment Counseling*

E

Books and Materials

(* indicates books and materials available for loan from Pupil Personnel Services, State Department of Education, Capitol Building, Cheyenne, Wyo. 82001)

GUIDANCE AND COUNSELING

Dinkmeyer, Don C., *Guidance and Counseling in the Elementary School*, San Francisco: Holt, Rinehart, and Winston, Inc., 1968. *

Dinkmeyer, Don C. & Edson Caldwell, *Developmental Counseling and Guidance in the Elementary School*, New York: McGraw Hill,1970.

Faust, Verne, *History of Elementary School Counseling*, Palo Alto, California: Houghton Mifflin Company, 1968. *

Faust, Verne, *The Counselor-Consultant in the Elementary School*, Palo Alto, California: Houghton Mifflin Co., 1968. *

Hansen, James and Richard Stevie, *Elementary School Guidance*, Toronto, Ontario: The MacMillan Company, Collier-MacMillan Ltd., 1969.

Hill, George E. and Eleanor B. Luckey, *Guidance for Children in Elementary Schools*, New York, N. Y.: Appleton Century Crafts, 1969.

Koplitz, Eugene, *Guidance in the Elementary School*, Dubuque, Iowa: William C. Brown Company, 1968.

Meeks, Anna R., *Guidance in Elementary Education*, New York: The Ronald Press Co., 1968.

Peters, Herman J., Bruce Shertzer, and William VanHoose, *Guidance in Elementary Schools*, Chicago: Rand McNalley and Company, 1965.

Van Hoose, William H., *Counseling in the Elementary School*, Itasca, Illinois: F.E. Peacock Publishers, Inc., 1968.*

Van Hoose, William H., Mildred Peters, George E. Leonard, *The Elementary School Counselor*, Detroit, Michigan: Wayne State University Press, 1967. *

CHILD GROWTH AND DEVELOPMENT

Clark, Donald H. and Gerald S. Lesser, *Emotional Disturbance and School Learning: A Book of Readings*, Chicago, Illinois: Science Research Associates, 1965.

Dinkmeyer, Don C. and Rudolf Dreikurs, *Encouraging Children to Learn: The Encouragement Process*, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963. *

Dinkmeyer, Don C., *Child Development, The Emerging Self*, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965. *

Englemann, Siegfried, *Conceptual Learning*, San Rafael, California: Dimensions Publishing Company, 1969.

Frost, Joe L., *Early Childhood Education Rediscovered*, San Francisco: Holt, Rinehart, and Winston, Inc., 1968.

Erikson, Eric, *Childhood and Society*, New York: W. W. Norton and Company, Inc., 1963.

Gesell, Arnold, *The Child From Five to Ten*, New York: Harper and Brothers, 1946.

Havighurst, R. J., *Human Development and Education*, New York: Longmans Green, 1953.

Kessler, Jane W., *Psychopathology of Childhood*, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966. *

Sarason, Seymore B., and others, *Anxiety in Elementary School Children, A Report of Research*, New York: John Wiley and Sons, Inc., 1960.

Valett, Robert E. *Programming Learning Disabilities*, Palo Alto, California: Fearon Publishers, 1969.

Waetjen, Walter B., and Robert R. Leeper, *Learning and Mental Health in the School*, Washington D. C.: Association for Supervision and Curriculum Development, 1966.

WORKING WITH PARENTS

Dreikurs, Rudolph and Margaret Goldman, *The ABC'S of Guiding the Child*, North Side Unit of Family Education Association, 9217 Fowler Avenue, Skokie, Illinois, 1967. *

Ginott, Haim, *Between Parent and Child*, New York City: MacMillan Co., 1969.

Patterson, Gerald and Elizabeth Gullion, M. S., *Living With Children*, Champaign, Illinois: Research Press, 1968.

Smith, Judith M. and Donald E. P. Smith, *Child Management: A Program for Parents*, Ann Arbor: University of Michigan Press, 1967. *

MISCELLANEOUS

Austin, John J. and J. Clayton Lafferty, *Ready or Not? The School Readiness Checklist*, Research Concepts, 1368 East Airport Road, Muskegon, Michigan, 1963.

Bangs, Tina E., *Language and Learning Disorders of the Preacademic Child*, New York: Appleton-Century-Crofts, 1968.

DeHaan, Robert F. and Jack Kaugh, *Helping Children With Special Needs*, Chicago, Illinois: Science Research Associates, 1956. *

Devareaux Foundation, *Devareaux Child Behavior Rating Scale*, Devon, Pennsylvania, 1966.

Educational Research Council of America, *A Teaching Program in Human Development and Mental Health*, Rockefeller Building, Cleveland, Ohio. *
Manual, Developing a Program in Human Behavior
Booklet, Primer in Human Behavior
Book K, Handbook for Kindergarten Teachers
Book I, Handbook for First Grade Teachers
Book II, Handbook for Second Grade Teachers
Book III, Handbook for Third Grade Teachers
Book IV, Handbook for Fourth Grade Teachers
Book V, Handbook for Fifth Grade Teachers
Book VI, Handbook for Sixth Grade Teachers

Films, (16mm) Unfinished Stories, *What Should Christy Do?, What Should Skip Do?, What Should Ray Do?*, Garden City, New York: Doubleday and Company, 1969. *

Filmstrip, *As They Grow/Elementary Guidance*, Pleasantville, N. Y.: Guidance Associates, 1968. *

Hough, Jack and Robert F. DeHaan, *Identifying Children With Special Needs*. Chicago, Illinois: Science Research Associates, 1955. *

Kemp, C. Gratton, *Perspectives on the Group Process*, Boston: Houghton Mifflin Company, 1964.

Levin, Luciene Y. and J. Clayton Lafferty, *The Measurement of Self Concept in Kindergarten Children*, Manual and Tests, Research Concepts, 1368 East Airport Road, Muskegon, Michigan.

Norris, Willa, *Occupational Information in the Elementary School*, Chicago, Illinois: Science Research Associates, 1969.

Science Research Associates, Inc., *Better Living* Booklets, 259 East Erie St., Chicago, Illinois. *

Why Children Misbehave - Charles W. Leonard
Building Self Confidence in Children - Nina Ridenour
Developing Responsibility in Children - Constance Foster
Helping Children Solve Problems - Ruth Strang
When Children Face Crisis - George J. Mahr, M. D.
Helping Children Get Along in School - Bess Goodykoontz
Fears of Children - Helen Poss
Exploring Children's Interests - G. Frederic Kuder and Blanche B. Paulson
Guiding Children's Social Growth - Ellis Weitzman
Understanding Yourself - William C. Menninger, M. D.
Helping Children Develop Moral Values - Ashley Montague

Smith, Robert M., *Teacher Diagnosis of Educational Difficulties*, Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.

Sources of books and materials

Educators Guide to Free Guidance Materials, Educators Progress Service, Randolph, Wisconsin. Cost $7.50 per year subscription. *

Mountain Plains Educational Media Council Film Catalog, University of Wyoming, Audiovisual Services, Laramie, Wyoming 82070. Cost of 3 year catalog $3.00. *

Health Information Service Film Catalog, Wyoming Dept. of Health and Social Services, State Office Building, Cheyenne, Wyoming 82001. Catalog available upon request. Films loaned at no charge, except postage, to persons and agencies in Wyoming.

Rocky Mountain Special Education Instructional Materials Center, Colorado State College, Greeley, Colo.

Many publishing companies are publishing books and materials relative to elementary guidance. Catalogs are obtainable upon request directly from the companies. Addresses are usually available from the local administration office.

F

Pilot Projects

Beginning the fall of 1969 the Title V-A, NDEA Guidance and Counseling Counselor Reimbursement program was terminated in favor of a PILOT PROJECT in guidance approach to supplement local guidance programs. This Pilot Project Program, as is true of all federally funded programs, is dependent upon continued federal appropriation for Title V-A, NDEA.

The funding of each project will range from 50% to 100% of the total district cost. The per cent of funding will be based on local needs and conditions, availability of funds, number of projects that warrant funding, and the actual per cent of funding each project receives.

To help insure success of these new programs the funding will be for a three year period on a regression basis. This, of course is dependent upon favorable evaluation by the local district and the Division of Pupil Personnel Services of the Wyoming State Department of Education.

Priority will be given to pilot projects at the elementary level, but innovative projects at the secondary level will be considered. All applications will be weighed according to specific local needs, available qualified personnel, local resources, and local commitment to support the program after the Title V-A funding period has ended.

GUIDELINES FOR DEVELOPING PROJECT

Definition

A pilot project in guidance, like a pilot project in any area, is the initiation of a guidance program new to a school setting on a trial basis.

Philosophy

Guidance is a gradual, continuous developmental process concerned with the needs of all students as they develop in a democratic society. It is an assistance to all individuals in the process of that development in which the type of assistance must be chosen with due regard to the needs and maturity level of the individual. Guidance is concerned with the individual, but it cannot overlook the fact that the individual will probably function in a social setting, so the relationship of the individual to society is of prime importance also. Guidance is concerned with the whole child. The emphasis is upon the unity of personality and the unitary nature of the guidance process. Guidance can be regarded as an inseparable aspect of the educational process, and the teaching process involves both guidance and instruction. It is a function in which many people participate at various levels, according to their training, time and abilities.

Objectives

The major focus should be on the establishment of a broad, comprehensive developmental guidance program involving children, faculty, parents, administrators, special personnel and community agencies. Developmental guidance is based on the premise that children need help in the process of growing and maturing. The goal toward which elementary guidance aims is to help each individual pupil with his growth and development. If one accepts the concept that guidance services benefit teachers as well as the administration, parents, and community through helping pupils, the setting of objectives must necessarily involve representatives from these groups. Without their cooperation, a total plan with integrated long-range objectives cannot be devised.

Specific objectives

Identifying and defining the role and functioning of a guidance program in a school by letting it develop from

the needs of the school and community.

Identifying and utilizing community and area resources.

Early identifying and evaluating of the student's intellectual, emotional, and social characteristics which influence the learning process in an educational setting.

Helping teachers to understand the intra-dynamics of the intellectual, emotional, and social characteristics of children so that they may establish more effective ways of relating with different types of individual needs and problems.

Coordinating with all special services and personnel in working toward the total education of each student.

Collecting and interpreting useful information to be kept in a student's cumulative folder.

Aiding students in performing to the maximum of their abilities by dealing directly with an individual or small groups of children, and by consulting with parents, teachers, administrators, and community agencies.

Aiding the student in making a smooth transition from one school level to the next.

Interpreting the guidance program and counselor's role to parents and community organizations.

Conducting research and evaluative studies relative to the effectiveness of the project.

GUIDELINES FOR APPLICATION

Consideration will be given to applying districts that meet the following requirements:

To qualify as a pilot project this must be either a new

guidance program or a new approach to an existing program. (Priority will be given to those applications initiating a guidance program.)

The counselor working in the pilot project must hold a valid Wyoming Teaching Certificate with a Guidance Counselor Endorsement. (Preferably the counselor would be assigned full time to the project.)

Adequate office space with sufficient supplies and equipment, as well as pertinent, up-to-date guidance materials are necessary to help insure the effectiveness of the project.

The scope of the project should be realistic as to the number of students involved. No definite counselor-pupil ratio will be established by the State Department of Education as each project application will be weighed on the basis of individual district needs and conditions. Ideally, the pilot project would be confined to just one building, however, if the pupil load is not excessive, more than one building may be involved in the project.

Since the funding will be for a three year period, (provided, of course, the local district meets the above requirements each of the three years) it is vital that the local applying district have some assurances that the counselor involved in the pilot project the initial year will add continuity and stability to the project by remaining with the project through the three year funding period. This, of course, cannot be binding, but certainly is to be considered when applying for these funds.

Project application forms are available from the Pupil Personnel Services Division, State Department of Education, Capitol Building, Cheyenne, Wyoming 82001.

G

Programs in Wyoming

This information is offered as a resource to districts when planning for a guidance and counseling program. Discussion with or visitation to a district presently having a program might be of considerable assistance in the planning process. Requests for discussion or visitation should be directed to the contact person indicated for each district.

WYOMING

Albany County

Laramie Public Schools
Contact Person: Dr. William Conklin, Superintendent
Program Structure: (1) A coordinator of guidance and counseling services for the district.
(2) Three counselors, one of which is part time, serving all elementary schools in the district.

University of Wyoming Laboratory School
Contact Person: Millard I. Meredith, Principal
Program Structure: One counselor functioning kindergarten through twelfth grade in one school.

Big Horn County

Burlington Public Schools
Contact Person: Rogers C. Ririe, Superintendent
Program Structure: Superintendent functioning part time as counselor kindergarten through twelfth grade in one district.

Carbon County

Rawlins Public Schools
Contact Person: Albert B. Schultz, Superintendent
Program Structure: (1) A coordinator of guidance and counseling services for the district.
(2) One counselor functioning kindergarten through sixth grade in one district.

Hanna-Elk Mountain Public Schools
Contact Person: James O. Donahue, Superintendent
Program Structure: One counselor functioning first through twelfth grade in one district.

Converse County

Glenrock Public Schools
Contact Person: Dr. Sheldon Henderson, Superintendent
Program Structure: One counselor functioning first through twelfth grade in one district.

Fremont County

Riverton Public Schools
Contact Person: James H. Moore, Superintendent
Program Structure: (1) One counselor serving as director of follow-through program.
(2) One counselor functioning part time for all elementary schools in one district.

Fort Washakie Public Schools
Contact Person: Leon Lanoy, Superintendent
Program Structure: One counselor functioning kindergarten through eighth grade in one school in one district.

Shoshoni Public Schools
Contact Person: Arlie H. Hammons, Superintendent
Program Structure: One counselor functioning kindergarten through twelfth grade in one district.

Goshen County

Lingle and Ft. Laramie Public Schools
Contact Person: Dan R. McMichael, Superintendent
Program Structure: One counselor functioning first through twelfth grade in two districts.

Laramie County

Cheyenne Public Schools
Contact Person: Dr. George Bailey, Superintendent
Program Structure: (1) A coordinator of guidance and counseling services for the district.
(2) One counselor and one psychological technician functioning in three elementary schools.
(3) Educational Diagnostic and Planning Center serving four counties in southeast Wyoming.
(4) Two psychological technicians functioning in all elementary schools in the district.

Burns Public Schools
Contact Person: Charles Smith, Superintendent
Program Structure: Superintendent functioning part time as counselor first through twelfth grade in one district.

Natrona County

Natrona County High School District and Casper Public Schools
Contact Person: Maurice F. Griffith, Superintendent
Program Structure: Midwest School, one counselor functioning kindergarten through twelfth grade in one school in a district.

Niobrara County

Lusk Public Schools
Contact Person: Lee E. Johnsonbaugh, Superintendent
Program Structure: One counselor functioning as special reading teacher and counselor kindergarten through eighth grade in one school in one district.

Park County

Meeteetse Public Schools
Contact Person: Raymond Karlin, Superintendent
Program Structure: One counselor functioning as high school teacher and counselor kindergarten through twelfth grade in one district.

Sweetwater County

Rock Springs Public Schools
Contact Person: Jack M. Smith, Superintendent
Program Structure: (1) One counselor functioning preschool and kindergarten for district.
(2) One counselor functioning first through sixth grade in two schools in one district.

Wamsutter Public Schools
Contact Person: Richard H. Mutter, Superintendent
Program Structure: One counselor functioning half time first through eighth grade in one district.

Teton County

Jackson Public Schools
Contact Person: Jerry Wimberly, Superintendent
Program Structure: One counselor functioning kindergarten through eighth grade in one school in one district.

Uinta County

Lyman Public Schools
Contact Person: Sharon L. Cummings, Superintendent
Program Structure: One counselor functioning kindergarten through twelfth grade in one district.

Mountain View Public Schools
Contact Person: Clarence B. Lammers, Superintendent
Program Structure: One counselor functioning kindergarten through twelfth grade in one district.

OUT OF STATE

The Division of Pupil Personnel Services, State Department of Education, Cheyenne, Wyoming has some information concerning elementary guidance and counseling programs in the neighboring states. The Division will be glad to share this information with any district wishing to make out-of-state contacts or visitations.

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